

Literacy with ICT IS FOR ME!



**A Parent Handbook on Learning
with Information and Communication Technology**

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Schools are encouraged to share this document with parents, guardians and communities,
as appropriate.

Any websites referenced in this document are subject to change. Educators are advised to preview
and evaluate websites and online resources before recommending them for student use.

**Print copies of this resource can be purchased from the Manitoba Text Book Bureau
(stock number 80549). Order online at <www.mtbb.ca>.**

**This resource is also available on the Manitoba Education, Citizenship and Youth
website at <www.edu.gov.mb.ca/k12/tech/licit/index.html>.**

Ce document est disponible en français.

Dear Parents/Guardians:

This Handbook provides you with information about new ways your child is learning in today's classroom.

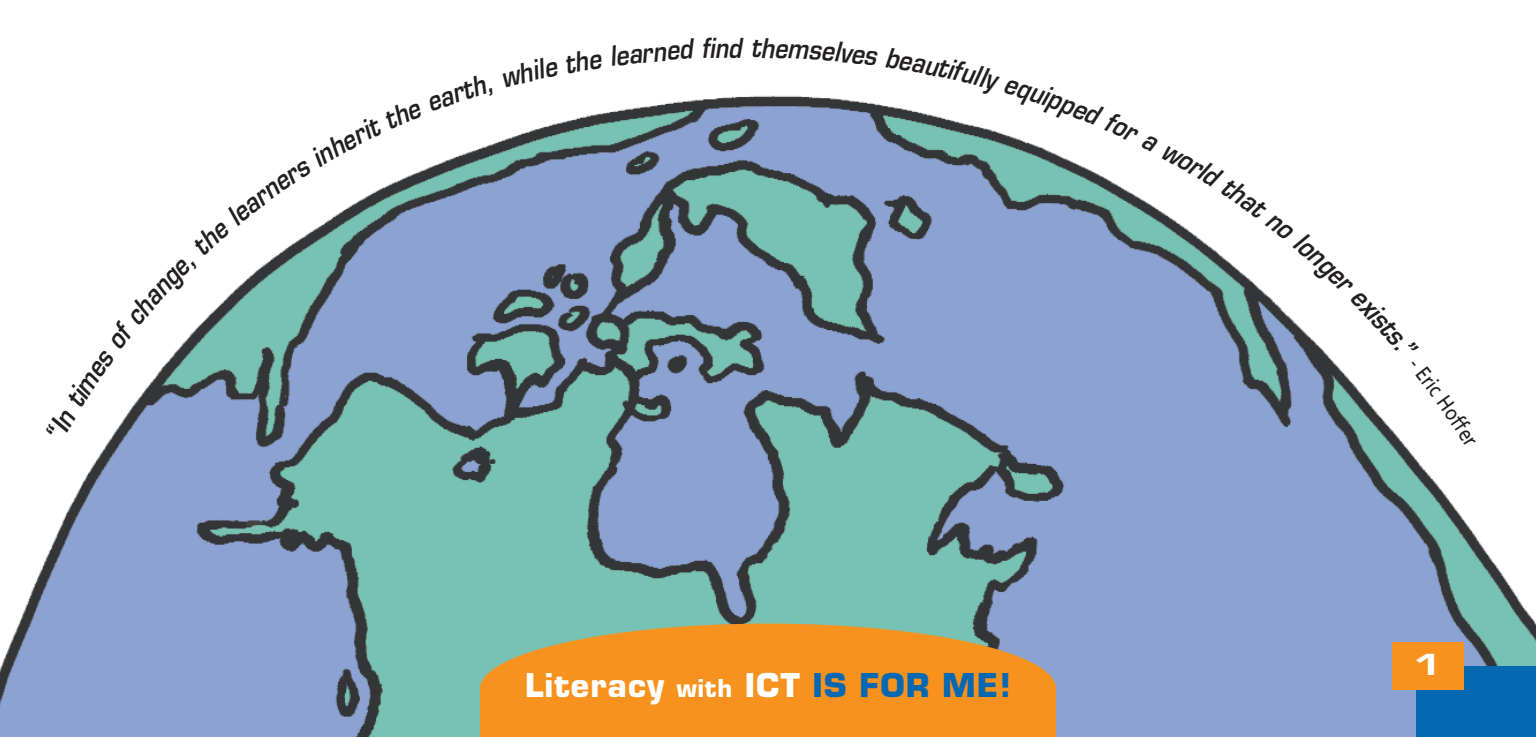
Children today live and learn in a world that is different from the world in which we grew up. Information grows so quickly that the amount of information in the world is said to double every two years. At this rate, textbooks, maps, encyclopedias and most printed material can be outdated by the time they reach our children's hands.

At the same time, today's students communicate using technology like websites, texting, chat, email and blogs.

Even the meaning of literacy has changed. Literacy is not only about reading, writing, listening, speaking, viewing and representing. It is also about developing **literacy with information and communication technology (ICT)**. Our children face an exciting but challenging future. How do we prepare them to succeed in a world that changes so quickly?

Manitoba Education, Citizenship and Youth has created a developmental continuum, an assessment tool used by teachers, called *Literacy with Information and Communication Technology Across the Curriculum* to set a path for teachers and students to follow.

Inside this handbook you will see what Literacy with ICT might look like in your child's classroom. You will also discover ways that you, as a parent or guardian can support your child's use of ICT at home in safe and responsible ways. By working together, we can all help prepare our children for the world in which they live.



What Is Literacy

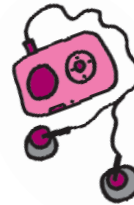
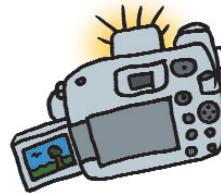
What Is Literacy?

Literacy is being able to read, write, listen, speak, view and represent while thinking critically and creatively about ideas and information. Literacy enables us to understand ourselves and the world around us, to interact with others and to share thinking.

What Is ICT?

ICT is more than just computers and keyboarding. **ICT is any Information and Communication Technology that helps us to find, process and communicate information.**

ICT tools include the Internet, cell phones, global positioning systems (GPS), texting, video games, digital cameras, MP3 players, wikis, blogs and more. Some of these tools are being used today in classrooms all over Manitoba, and will be used even more in the future to support learning.



with ICT?

Literacy with ICT

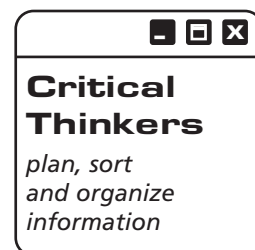
Literacy with ICT consists of critical and creative thinking, ethics and responsibility and ICT literacy. *Literacy with ICT* is the ability to find, evaluate, use and share information by thinking **critically**, **creatively** and **ethically**. It is also about when, why and how to use ICT in **responsible ways**.

Literacy with ICT is like a puzzle with three pieces that fit together. All the pieces are needed to create the whole picture.



What Are Critical and Creative Thinking?

Critical thinking means developing good judgment and making smart choices. **Creative thinking** means being inventive, thinking innovatively and using imagination.



Why Are Ethics and Responsibility Important?

Our children are citizens of a digital world. Citizenship involves responsibilities as well as rights. Our young citizens need to learn how to use ICT in a safe and responsible way, so that they and our society won't be at risk.



What Is ICT Literacy?

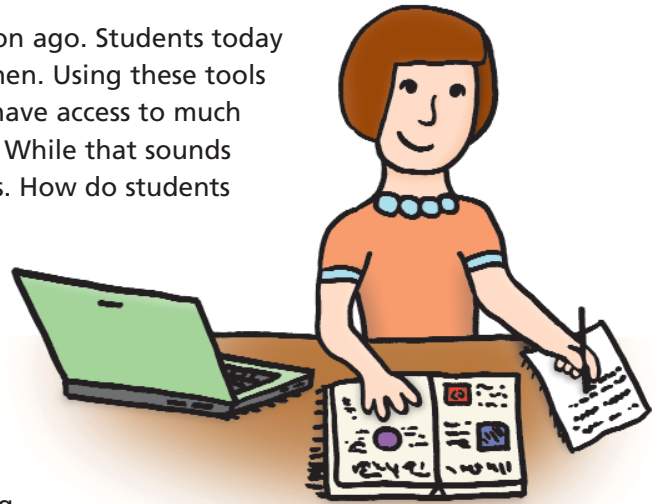
ICT literacy, one component of *Literacy with ICT*, is the ability to demonstrate ICT skills such as managing electronic files and folders.

Why does my child need to develop Literacy with ICT?

The world is not the same place it was a generation ago. Students today routinely use ICT that we only dreamed of back then. Using these tools under teacher supervision, students in Manitoba have access to much of the information that exists in the world today! While that sounds fantastic (and it is), it does create some challenges. How do students sort through what is good information and what is not? How do they figure out whether the information they find is current, accurate and fair? How can they make sense of it all? These are key questions we ask ourselves while living in an information age.

Literacy with ICT Across the Curriculum provides a framework for teachers to follow when planning learning and when assessing student literacy with ICT. Students are also taught how to self-assess their own literacy with ICT.

It is predicted that most people will have 10 to 14 jobs by the time they are 40 years old. So, we need to be sure that children are prepared to learn new skills as they move through life. As children increase their literacy with ICT, they **learn how to learn**.



What does **Literacy with ICT** look like?

Here are some examples of what you might see children do as they develop their **literacy with ICT** from Kindergarten through Grade 12.

Critical and Creative Thinking

- ▲ ask 'how' and 'why' questions
- ▲ make a plan to find answers to their questions
- ▲ know how to find information to answer their questions
- ▲ figure out if the information they find is true and trustworthy
- ▲ choose the best tools to create their electronic work
- ▲ communicate with others electronically
- ▲ seek and share feedback about their learning

Ethics and Responsibility

- show respect as they work with others to gather information or to create electronic work
- follow guidelines that help keep them safe while communicating electronically
- ask permission and give credit to authors when they want to use their work
- use ICT only at the right times and in the right places
- show confidence and interest in learning with ICT

ICT Literacy

- insert and edit words, numbers, pictures, sound and movies
- find efficient ways through websites
- manage electronic files and folders
- select and use digital cameras and other ICT



How will my child develop

Your child will develop literacy with ICT in the classroom with his or her own teacher.

Literacy with ICT is not a separate subject. Students will develop their literacy with ICT at the same time as they learn how to read, write, calculate, and explore literature, science and social studies.

Literacy

Reflect

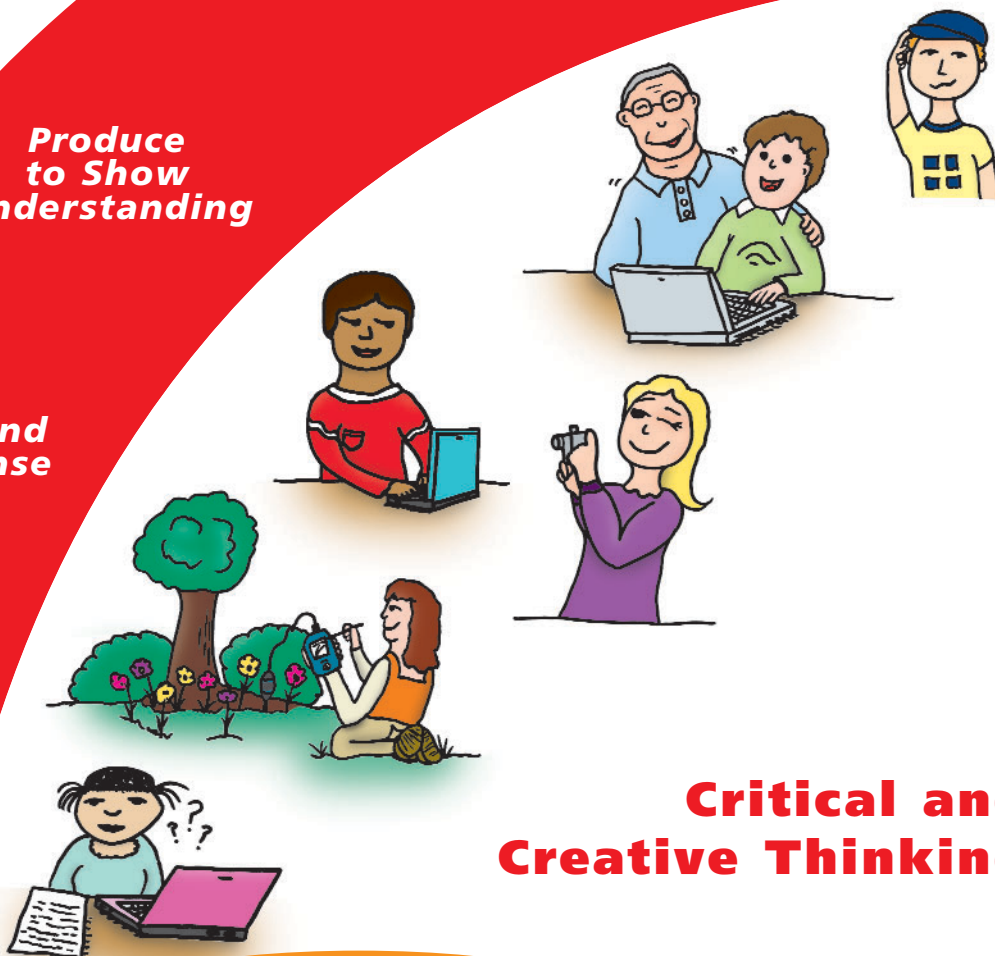
Communicate

*Produce
to Show
Understanding*

*Gather and
Make Sense*

*Plan and
Question*

**Critical and
Creative Thinking**



Literacy with ICT?

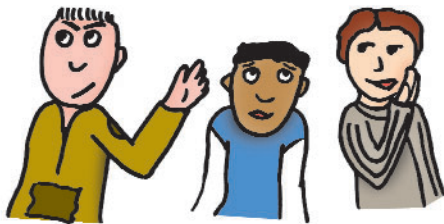
Literacy with ICT Across the Curriculum is built on **nine Big Ideas**. There are five Big Ideas focused on critical and creative thinking. There are four Big Ideas focused on ethics and responsibility.

With ICT

Ethics and Responsibility



Social Implications



Motivation and Confidence



Collaboration

Ethics and Responsibility



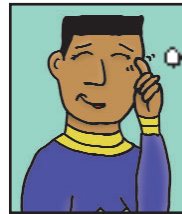
Literacy with ICT **IS FOR ME!**

Critical and Creative Thinking

The **five Big Ideas** focused on critical and creative thinking are based on a learning process called **Inquiry**. Inquiry is a process that we all follow in our daily lives, though we may not even be aware of it. To guide their learning in any subject, students follow this process:

What does Inquiry look like?

Plan and Question



What should I make for supper?

- 1 we have a **question** that we want answered and we create a **plan** for how we are going to find an answer

Gather and Make Sense



- 2 we research and **gather** information, decide if what we find fits and then organize it

Inquiry

a process for learning where students investigate real world questions and construct their own understanding of how the world works

Reflect



I won't put tomatoes in the salad next time!

- 5 we make changes after we **consider** feedback from others

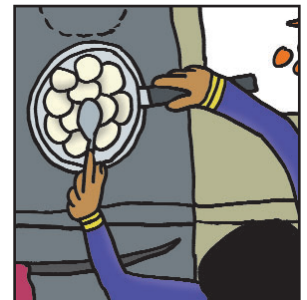
Communicate

- 4 we share our product with others to get their **feedback**



Produce to Show Understanding

- 3 we use our information to **produce** something that shows we have found our answer



Ethics and Responsibility

The **four Big Ideas** focused on Ethics and Responsibility are also an important part of the inquiry process.

Children show us every day that they know **how** to use ICT. However, they might not always use ICT responsibly and safely. Being a good **'digital citizen'** is vital in the 21st century. Children need to understand copyright, the true costs of downloading "free" music and movies and the far-reaching consequences of what they do and say while using the Internet. They need guidance from teachers and from their parents to be sure that they are always thinking about their own safety, and the safety of others.

Literacy with ICT provides our children with the skills and knowledge they need to take part in inquiry. Children learn to be critical consumers of information and to be creative producers of information in ways that they find relevant and powerful. This motivates them to learn more about the world around them, to share with others and to see different points of view. Children are not limited to collaborating within their own classroom, but can work with others around the world! Of course, we want to ensure that our children use this ability in ways that give them the confidence they need to succeed in life.



How will I find out about my child's Literacy with ICT?

Manitoba schools are beginning to report on student literacy with ICT. Your child's school will report to you about three aspects of his or her literacy with ICT:

- demonstrates **critical thinking** with ICT to plan and gather information
- demonstrates **creative thinking** with ICT to produce and communicate information
- demonstrates **ethics and responsibility** with ICT

Each school or division creates report cards that meet the needs of its community. This means that the method of reporting a student's literacy with ICT may look different from school to school. No matter what the format, *Literacy with ICT Across the Curriculum* **will** be part of your child's report card. The information on the report card is only a small part of how a teacher assesses your child's literacy with ICT. Some of the important aspects of classroom-based assessment that support student learning are shown below.

Criteria

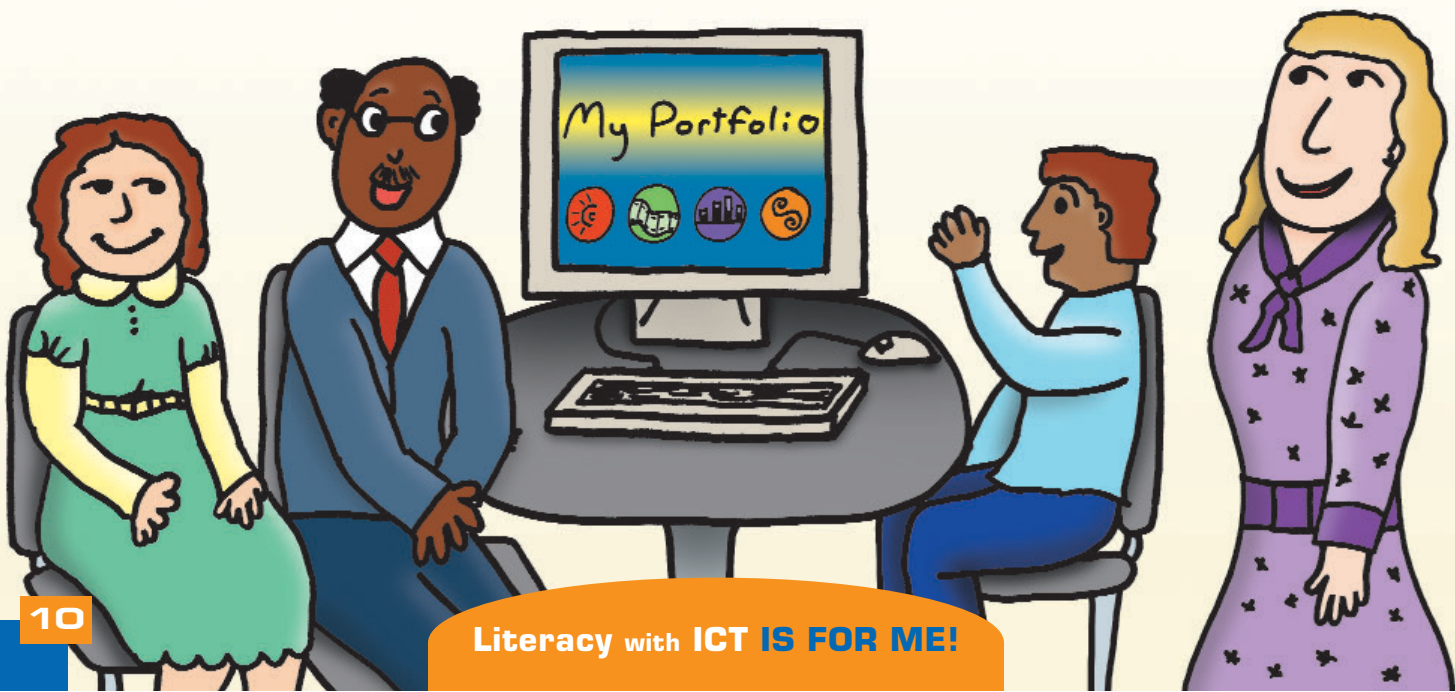
together, teachers and students describe what high quality work looks like

Descriptive Feedback

students receive information about what they need to do more of, and less of, to produce quality work

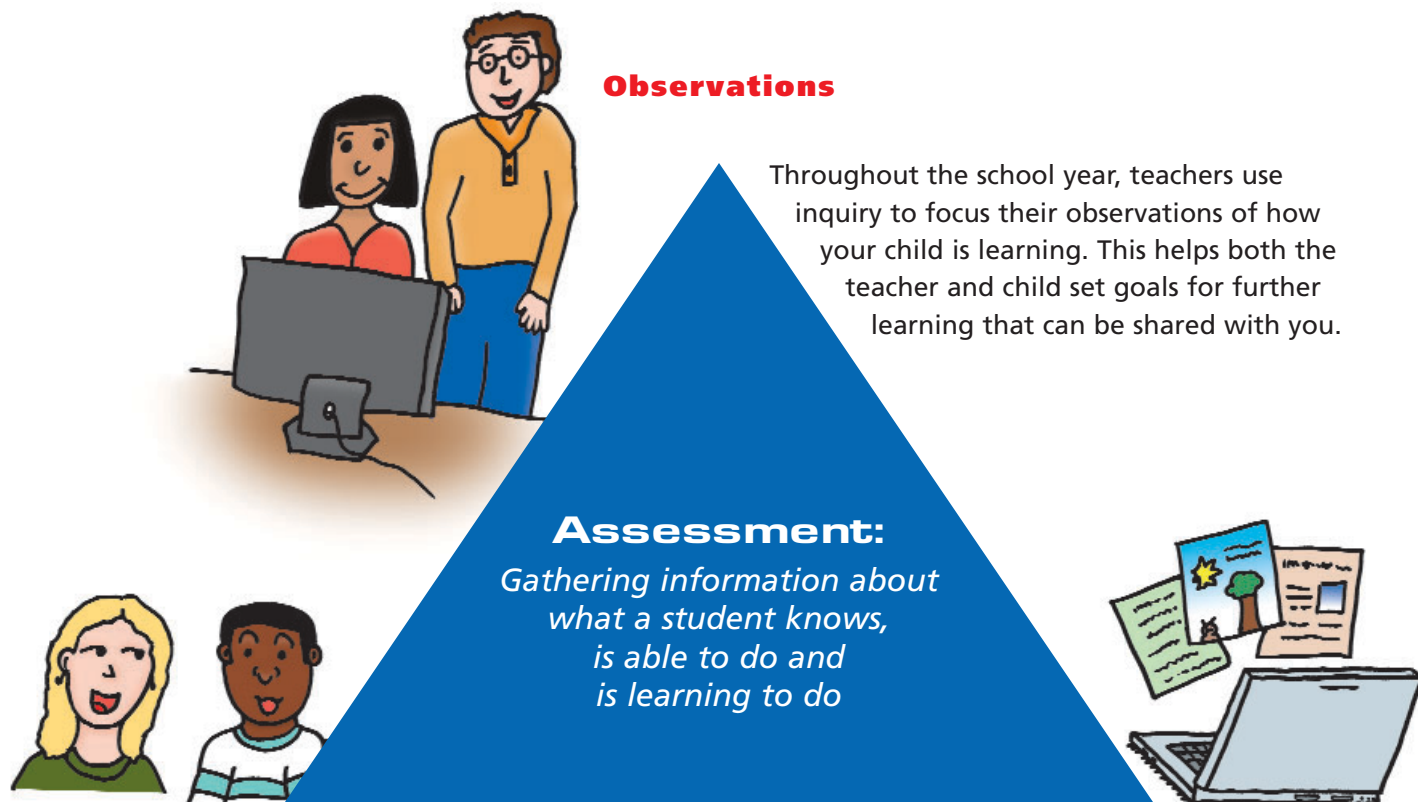
Reflection

students think about what and how they learn



Ways Teachers Assess Literacy with ICT

There are three important ways to assess students' literacy with ICT: **observations**, **conversations** and **portfolios**.



Assessing literacy with ICT involves setting learning goals, building criteria and giving and getting feedback. These conversations may be shared between students, between teacher and student or be self-reflective. They may also be student-led conferences involving parents. This last type of conversation is an important part of reporting to you about your child's literacy with ICT.

A portfolio shows evidence of your child's learning within each subject. At the same time, your child can identify samples of work that demonstrate literacy with ICT. Items selected may contain text, audio, video, data and graphics. Items can be accompanied by self-reflection. When your child shows you samples of work, you can celebrate what he or she knows and is able to do responsibly with ICT, as a critical and creative thinker.

How can I **SUPPORT** my child's **Literacy with ICT** at home?

When your child uses ICT at school, he or she is supervised by teachers. However, it's up to you to supervise your child's use of ICT in your home or in the community. Start by talking with your child about what learning is taking place in school and about how he or she can use ICT to think critically, creatively and ethically during learning.

Encourage your child to think critically by providing a wide variety of information sources, such as websites, television documentaries, interviewing Elders/local experts and trips to the library. Ask questions! For example, you may ask

- *how many different sources of information did you find?*
- *where did you find the information?*
- *how do you know the information is reliable?*

These conversations will help your child to develop critical thinking skills.

Encourage your child to think creatively about innovative ways to share his or her knowledge with others. With ICT, your child can produce animations, videos, photos, pictures, text and audio recordings to name but a few!



How can I keep my child **SAFE** when using ICT?

Talk with your child about your expectations around the use of ICT at your home, at friends' homes, or with mobile devices, such as cell phones and MP3 players. Just as you watch television with your child, spend time surfing the Internet with your child. The more you learn about what your child is doing with these tools, the better you will be able to keep him or her safe.

Be sure that your child is comfortable in coming and talking with you about any problems experienced online without having to worry about losing access to these tools. **Fear of losing access to ICT may prevent children from sharing what is really going on in their 'digital' lives.**

It is important to remember that the Internet can be a safe place for children to learn and play. Following the guidelines below and using common sense will keep your child safer during travels along the information highway.



- If you have a computer, keep it in a **high traffic** area of your home. Children at any age should **never** have access to the Internet in their bedrooms.

- Information shared online may not remain private. Be sure that your child is **not sharing personal information**, such as his/her full name, address or phone number with others online.



- Children should **never agree to meet** someone in person with whom they have only "met" or talked with online.

- Ask your child to tell you about any online conversations with others that made him or her **feel uncomfortable** or frightened.



SAFETY and ICT continued...



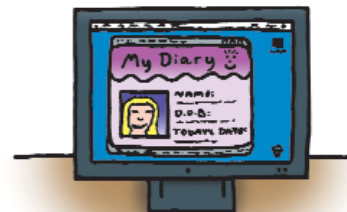
- Ask your child to tell you **if he or she is being bullied**. Bullying, whether online or in person, is unacceptable.

- Have your child **sign an agreement** about your expectations for using the Internet. This agreement should set out clear rules for behaviour and consequences of not living up to those rules.



- **Set limits** to how much time your child spends on the Internet, television and video games. It is important to stay physically active to be healthy!

- Remind your child that what is done on the Internet **does not disappear** after logging off. Photos, videos, texting and email can be reproduced and cannot be erased once shared with others.



- Always have updated **anti-virus software** active on your computer. Tell your child to be wary of accepting files through texting and email. Never open unexpected attachments. These can contain viruses that will allow others to access your computer.

Turn to the "Helpful Resources" page to find out where to get more information about online safety.

What is online SOCIAL NETWORKING?

Do you know if your child participates in **social networking** online? Social networks such as *MySpace*, *Piczo*, *Bebo*, *Facebook*, *Friendster* and *Webkinz* are the places where many tweens and teens spend a lot of their free time online.

Why are social networking websites attractive? They provide a free place to quickly set up a simple web page to share with others. Members have the ability to share a little or a lot about themselves on their page, including pictures and video. They can then 'network' with their friends through texting and can leave comments on their friends' pages.

Young people use online social networks to talk with their friends and, unfortunately, sometimes with strangers. Ask your child about these sites and you may be surprised to hear that he or she has already created a profile on one or more of these social networking sites.

For more information, visit [<www.internet101.ca/>](http://www.internet101.ca/)

Social Networking

websites allow users to create their own profiles and to communicate with others who use the same tool



What is TEXTING?

Children often communicate through text messaging using what may appear to be a foreign language! Texting is a type of shorthand used with such programs as *MSN*, *Gtalk* and *Yahoo Chat*, as well as through cell phones. How can you decode this 'language'? Here is a guide to some common abbreviations that you may see when your child talks with others online.



LOL	<i>laugh out loud</i>
IDK	<i>I don't know</i>
IDC	<i>I don't care</i>
ROFL	<i>rolling on the floor laughing</i>
BTW	<i>by the way</i>
BRB	<i>be right back</i>
POS	<i>parent over shoulder</i>

A/S/L	<i>age/sex/location</i>
RUMORF	<i>are you male or female?</i>
AFK	<i>away from keyboard</i>
CU	<i>see you</i>
BBL	<i>be back later</i>
WTG	<i>way to go</i>
P911	<i>parents in the room, watch what you say</i>

Helpful Resources

Talk with your child's teacher or principal if you need more information about Literacy with ICT. Below are some other resources that can answer your questions and help you participate in developing your child's literacy with ICT.

Canadian Centre for Child Protection. *CyberTip.ca; Canada's National Tipline.*

http://cybertip.ca/en/cybertip/information_for_parents/

The parents' page offers a discussion of cybersafety issues and a list of resources.

Phone: 204-945-5735

Child Find Ontario. *Stay Alert, Stay Safe.*

www.sass.ca/resparen.htm

A list of resources for parents can be viewed online, or downloaded and printed.

Phone: 866-543-8477

Hoffer, Eric. *Reflections on the Human Condition.*

1st ed. New York: Harper & Row, 1973.

Manitoba Association of Parent Councils (MAPC)

www.mapc.mb.ca/

MAPC offers parent seminars on Parenting the Net Generation.

Phone: 204-956-1770

Manitoba Education, Citizenship and Youth.

Literacy with ICT Across the Curriculum. Winnipeg, 2004-7.

www.edu.gov.mb.ca/k12/tech/lict/index.html

This is the official website of the Literacy with ICT initiative.

Phone: 866-626-4862

Media Awareness Network. *Be Web Aware.*

www.bewebaware.ca/english/default.aspx

Offers general information about the Internet, safety tips by age and more.

Phone: 800-896-3342

RCMP. *Internet 101.*

www.internet101.ca/en/parents.php

The "Tools for Parents" section of this site contains basic information and videos that can be viewed online or downloaded (very large files).

Phone: 800-896-3342

For more text messaging abbreviations, visit:

Chat Translator - Teen Angels site - www.teenangels.org/

Alphabetical guide to IM Lingo - Webopedia - www.webopedia.com/quick_ref/textmessageabbreviations.asp

Net Lingo - www.netlingo.com/emailsh.cfm

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